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ABSTRACT

This prevention training program was created in response to the emergency situation in Community School District 3 in New York City. The program goal was to provide intensive staff development to 275 school personnel, from all segments of the educational community, in the skills and information necessary to provide substance abuse prevention education to students and to mobilize parents in preventive efforts. Training was to be evaluated through administering pre- and post-tests to staff participants. In-class observations were also to be conducted to assess the extent to which staff members were able to translate program training into lessons for students. The primary means of achieving proposal goals were through workshops and training programs. The content of staff development activities included information on substance abuse and related issues, strategies for building self esteem, student activities designed to encourage critical thinking about drugs and sociopolitical issues, and ways of enabling students to pursue creative activities. Much of the material was age-specific and culturally sensitive. Data submitted to the Office of Educational Research (OER), for program evaluation were survey material from workshops and records of program activities. (BF)

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ED 379 544

OER Report

EVALUATION OF THE EXPANDED AND ENHANCED MODEL SYSTEM-WIDE 7-9 DRUG/ALCOHOL ABUSE PREVENTION TRAINING PROGRAM, 1991-1992

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EXECUTIVE SUMMARY

PROJECT BACKGROUND

The Expanded and Enhanced Model System Wide 7-9 Drug and Alcohol Abuse Prevention Training Program (1991-1992) was a federally funded project created under the Drug-Free Schools and Communities Program Emergency Grants in response to the emergency situation in Community School District #3. The proposal goal was to provide intensive staff development to 275 school personnel in the skills and information necessary to provide substance abuse prevention education to students and to mobilize parents in preventive efforts. The district's philosophy is that a holistic perspective must be taken integrating family and developmental issues in substance abuse in preventive education. All segments of the educational community, i.e.: instructional, non-instructional, and support staff were to be involved in the preventive effort.

Program sponsored training was to be evaluated through administering pre-and post- tests to staff participants. In addition, in-class observations were to be conducted to assess the extent to which staff members were able to translate program training into lessons for students.

PROJECT FINDINGS

The primary means of achieving proposal goals were through workshops, and training programs. Eighty eight staff development activities were held in which 1120 staff members participated*. The actual number of participants who received training greatly exceeded the proposed numbers.

The content of staff development activities met the program objectives. They included information on substance abuse and related social, health, and developmental issues, strategies for providing emotional support and building self-esteem, student activities designed to encourage critical thinking about drugs and sociopolitical issues, and ways of enabling students to pursue creative activities. Much of the material was age-specific, and culturally sensitive, as specified in the proposal guidelines.

Feedback about the workshops was furnished through evaluation forms. In general, workshop activities were highly rated. Staff described the workshops attended to be useful in the knowledge and group support provided, and most stated that they came away better aware of the problems related to substance abuse, and of what they could do to address them. Over 50 percent of the participants gave the workshops excellent ratings in all areas. Staff participants at workshops requested that workshops be more structured, contain material relevant to their student populations, and include discussion of strategies by

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* Participants in more than one activity were counted more than once.

which information presented can be practically applied.

Data submitted to the Office of Educational Research (O.E.R.), for program evaluation were survey material from workshops and records of program activities. After reviewing these materials O.E.R. found that the assessment measures outlined in the proposal were not utilized. Neither were criterion referenced pre- and post- tests nor were program developed observation checklists used. Therefore, survey responses and records of program activities form the basis of the O.E.R. evaluation.

CONCLUSIONS AND RECOMMENDATIONS:

The program objectives were largely met in terms of the concepts addressed and the numbers and kinds of activities held. O.E.R. recommended the following changes to enhance the second year of program implementation:

(1) As specified in the proposal, pre and post criterion referenced tests should be administered to evaluate the knowledge that participants obtained through program participation.

(2) As specified in the proposal, staff trainees should be observed in order to assess the success of training in applied situations.

(3) Staff development training attendance sheets should have a space designated for participants' job titles, in order to determine categories of staff trained.

(4) District staff should provide technical assistance to school staff so that the information from workshops can be readily applied in concrete situations.

(5) Information should be provided on the extent to which the services of community providers are being utilized by staff and students.

Acknowledgements

This report has been generated by the Office of Educational Research (O.E.R.) of the Division of Strategic Planning/Research, and Development. Those who generated it include Leah Weich and Radhika Philip who analyzed the data and wrote the report. Thanks for the overall supervision of the development of this report go to Mabel Payne.

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Table of Contents

	Page
Executive Summary	i
Acknowledgements	iii
Introduction	1
Program Background Overview of District Program Objectives from proposal District Evaluation Plan	
O.E.R. Evaluation	5
Conclusions and Recommendations	11
Appendix: Program Outcomes and Participant Responses to Workshops	14

LIST OF TABLES

		Page
Appendix Table 1:	Program Objectives and Outcomes.....	15
Appendix Table 2:	Staff Targeted for Staff Development...	16
Appendix Table 3:	Staff Development Activities.....	17
Appendix Table 4:	Teacher Assessment of Orientation Close Ended Responses.....	22
Appendix Table 4A:	Teacher Assessment of Orientations Open Ended Responses.....	23
Appendix Table 5:	Staff Assessment of Workshops Close Ended Responses - I.....	24
Appendix Table 6:	Staff Assessment of Workshops Close Ended Responses - II.....	25
Appendix Table 7:	Staff Assessment of Workshops Open Ended Responses - I.....	26
Appendix Table 8:	Staff Assessment of Workshops - II..... Open Ended Responses - I.....	28
Appendix Table 9:	Staff Assessment of Workshops -III..... Open Ended Responses - I.....	30
Appendix Table 10:	Staff Assessment of Workshop on Conflict Resolution Through Drama.....	32

I. INTRODUCTION

This report documents the Office of Educational Research's (O.E.R.'s) evaluation of the first year (1991-92) of the two-year drug abuse prevention and education grant for the Expanded and Enhanced Model System-Wide 7-9 Drug/Alcohol Abuse Prevention Training Program awarded to Community School District 3 (CSD 3). The main objective of the 7-9 Substance Abuse Prevention Program, 1991-93, was to reduce substance abuse through staff development. Two hundred and seventy-five school staff were targeted for the first year of program implementation. Unlike previous substance abuse prevention and education staff development programs developed by CSD 3, this program targeted instructional, non-instructional staff, and support staff such as custodial workers, lunchroom workers, school aids, security staff, and school secretaries *.

OVERVIEW OF DISTRICT

This program was developed in response to the acute needs of the community school district feeder neighborhoods. Both the percentage of youth arrested and convicted of substance-abuse-related crimes and the number of youths referred for alcohol and drug abuse treatment and rehabilitation were strikingly high. According to the proposal, the total number of arrests of youths under 21 for substance-abuse-related crimes in the two police

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* Individuals targeted for training include administrators, teachers, guidance counsellors, social workers, medical staff, school based substance abuse prevention and intervention specialists, librarians, and paraprofessionals. Additionally, the following five new groups of school employees will be targeted for staff development: school secretaries, school guards, school aides, custodial staff, and school lunchroom workers.

precincts geographically encompassing the CSD was 1,622 for September, 1990. This was nearly twice the city's average number of arrests per month for youths under 21 (849 per month).

As district provided data indicated, high percentages of the district's youth displayed the following risk characteristics: academic failure, dropping out of high school *, early sexual activity with increased probabilities of teenage pregnancy and AIDS, mental/emotional disorders, violence and crime. The majority of the students are economically disadvantaged with 51.94 percent living below the federally defined poverty line and almost one third of the students are part of families eligible for Aid for Families with Dependent Children (A.F.D.C.).

PROGRAM OBJECTIVES INDICATED IN THE PROPOSAL

The overall program goals were to train staff to identify the causes of substance abuse and to provide instruction and guidance that enables students to resist and cope with risk factors. Expected staff outcomes are increased knowledge of and skills in providing substance abuse prevention education, and increased ability to provide students with opportunities to enhance their self-esteem.

Staff Development Objectives

According to the proposal, through program participation staff were to demonstrate increased knowledge and skills associated with:

- an in-depth understanding of the substance abuse field including the pharmacological and psychosocial causes of drug and alcohol abuse;

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* This district has one of the highest drop out rates in the nation. The official rate, according to NYC Public Schools data was 30.7 percent in 1990.

- culturally sensitive, accurate and age-appropriate knowledge about alcohol and other substances;
- infusion of substance abuse prevention education into all curriculum areas;
- the role of tobacco, marijuana, and alcohol as gateway drugs;
- awareness of how social attitudes and values contribute to the alcohol and drug abuse syndrome;
- how to counter the "responsible use" message often promoted in the media;
- building student's self-esteem;
- promoting student success and developing appropriate life skills to resist drugs and alcohol;
- serving as effective role models;
- understanding and addressing the needs of children of alcoholics;
- helping students to say "No" without losing their friends;
- training staff to serve as point-persons in each school;
- developing meaningful opportunities for parent participation;
- mobilizing community resources in support of substance abuse prevention education;
- enabling students to identify and reduce personal risk factors and to manage stress without the use of drugs; and
- providing instruction in decision-making, and problem-solving skills.

To achieve these objectives a number of staff development activities were to be implemented. These included: a ten-day summer training program, enrollment in specially designed college courses, participation in a series of workshops, as well as attendance at professional conferences conducted by the New York State Education Department and the Northeast Regional Center for

Drug Abuse Prevention. Community-based substance abuse prevention education service providers were also to provide staff development.

DISTRICT EVALUATION PLAN

Methodology of Evaluation

According to the proposal the purposes of the 1991-92 project evaluation were to assess whether project implementation conforms to project design, and whether activities, materials, and instruments meet participant needs and project objectives.

Evaluating Staff Development

The following evaluation measures were to be used to determine whether staff development objectives were met:

(a) Criterion referenced pre- and post-tests were to be administered and results compared. Success will be measured by a statistically significant increase in knowledge of drug and alcohol abuse prevention concepts, methods, and instructional/support service delivery strategies.

(b) Classroom observations were to be conducted by a qualified observer to test the teacher's ability to provide drug abuse prevention education.

Evaluating Students

According to the proposal, students will be evaluated only in the second year of program implementation. During the first year of the project, a cluster of student characteristics and outcome indicators were to be developed to assess the impact of staff development on students during the 1992-1993 school year.

II. O.E.R. EVALUATION

O.E.R. EVALUATION MATERIALS AND METHODOLOGY

The Office of Educational Research (O.E.R.) of the New York City Public Schools conducted an evaluation of the Expanded and Enhanced Model System 7-9 program activities over the period July 1991-August 1992 to assess whether CSD 3 attained its objectives. In identifying the strengths and weaknesses in data collection O.E.R. hopes to enable the district to work toward improved evaluation techniques during the 1992-93 school year.

Evaluation Material

After a review of the data, O.E.R. found that the assessment measures outlined in the proposal were not utilized. Neither were criterion referenced pre and post tests used nor were classroom observation checklists administered. The only data submitted were survey materials from workshops and records of program activities. Therefore, these data formed the bases for O.E.R.'s evaluation.

O.E.R. EVALUATION FINDINGS

Overview

Appendix tables 1 and 2 compare the planned project services to those implemented. Appendix table 2 delineates the target groups as well as the proposed and the actual number of persons served through program activities during the 1991-92 school year. Appendix table 2 indicates that 1,120 staff persons attended training which exceeds the estimated 275 from the proposal*. A high proportion of the proposed numbers of guidance counsellors,

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* Staff who attended more than one workshop were counted more than once.

social workers, paraprofessionals, and teachers were trained. However, since staff did not give their title specifications on most workshop attendance forms, O.E.R. could not accurately determine the numbers of staff trained in each category. O.E.R. could not ascertain whether the five additional categories of staff--custodial workers, lunchroom workers, school aides, security staff, and school secretaries--received training.

Appendix table 3 outlines program activities. In total 88 training sessions were actually implemented. A variety of resources -- including community based organizations, hospitals, and universities -- were sought out to develop a thorough training program encompassing all aspects of substance abuse prevention education. As proposed, the City University of New York conducted a number of training activities. In addition to collaborating with other organizations to provide services, project personnel themselves provided a variety of workshops on conflict-resolution, consciousness building, and group dynamics as proposed. The only kinds of projected staff activities that did not take place were presentations in conjunction with the New York State Education Department, and with the U.S. Northeast Regional Center for Substance Abuse Prevention. Additionally, we do not have information on whether staff visited community-based substance abuse prevention service providers as proposed.

Staff development workshops addressed many of the program objectives. Workshops provided staff with knowledge of the psychological, physiological, and sociological aspects of substance abuse. In addition to workshops on substance abuse, workshops were held on child development, and on specific

psychological issues such as Child Abuse and Adolescent Attention Deficit Hyperactivity Disorder, and Post-Traumatic Stress Syndrome. Staff were trained to identify signs of addiction, and family based problems such as child abuse and substance abusing family members. Workshops provided referral information, and to the extent to which possible, staff were trained to address addiction and intervene with substance abusing families. Additionally, strategies for imparting refusal, coping, stress management, and communication skills to parents and students were discussed.

An after-school professional development series* including classes and workshops were designed to assist staff in stimulating student interest in school. Staff development was provided in Communication Arts, Computer Education, Math, Science and Social Science Education, as well as in other subjects. The variety of classes offered was in line with the objective of servicing all kinds of staff. Up-to-date training was given to pupil personnel staff, and workshops on early childhood education were provided for elementary school teachers.

Participant assessments of each of the staff development workshops for which evaluation forms were provided are detailed in appendix tables 4-10**. Sixty-four percent of participants in a random sample (N=50) described individual workshops to be above average or excellent in their effectiveness, and seventy percent

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* Additional funding for these workshops was provided by the Drug-Free Schools and Communities Act Projects, Title II, PCEN and Chapter 1.

** Evaluation forms did not accompany all of the staff workshops.

gave workshops the same rating for their instructional value. In another random sample (N=68) 60 percent of the participants rated workshops excellent and 42 percent found the information presented to be new. Appendix tables 5 and 6 summarize these and other close-ended responses.

Feedback from staff participants indicate that the workshops were well appreciated. Participants especially valued the information presented by the facilitator, the benefits of small group discussion where participants raised specific cases, the provision of resource and referral information, and the chance to meet key personnel. Responses to the question of what participants considered the most helpful aspect of the workshops included: "Getting to know each other", "A greater awareness of how to be with children", and "Being able to express myself". Some of the comments on how participants thought the workshop had changed them included: "I will be more observant", "I will try to be a better listener" and "I will try harder to reach people and to help others".

The presentations on AIDS, stress management, and the discussions of individual cases were greatly appreciated. The following were suggested future workshop topics: AIDS, family relationships, self-esteem building activities, communication techniques, substance abusing parents, and conflict resolution. Participants made the following recommendations to improve workshops:

1. Workshops should be more structured and the speakers should increase their facilitation of group discussion.
2. There should be more discussion of ways workshop information can be applied in concrete situations.

Guidance counsellors asked for more in-school non-clinical ways in which the material presented can be made relevant to counselling.

3. More training should be provided on how to communicate with students and parents, and on how to encourage them to express themselves freely.

4. Workshop sessions should be longer with more follow-up workshops and follow through of specific cases that were discussed.

Since no class-room observation data were submitted, O.E.R. could not determine whether trainees' skills in providing substance abuse prevention education increased.

Pupil Outcomes

According to proposal objectives outlined in Table 1, 3,750 students were to be recipients of the Model System 7-9 program activities. Program staff were to develop a listing of student characteristics to determine the impact of staff development on students at the end of the 1992-93 school year. O.E.R. did not receive any data pertaining to the development of these pupil outcome indicators and therefore cannot assess them.

Although the program did not call for pupil services, a number of activities were developed for students. These included workshops, extensive in-class substance abuse prevention training by SAPIS, a youth to youth mentoring program, and the extended day program which offered enriched instruction in a variety of subjects throughout the school year. Through the Youth to Youth Tutoring and Mentoring Program students in four elementary schools received tutoring from junior high school students during the school day and/or after-school. Eighty-four middle school tutors worked between February and May 1992 for a total of 2,182

hours*. Junior High School tutors received pre-service orientation training, on-going weekly training, and attended support group sessions.

Workshops, extended day activities, and mentoring activities were in keeping with pupil services objectives. They provided students with a knowledge of substance abuse and related issues, and promoted psychological health, intellectual stimulation, and the building of community consciousness in students.

O.E.R. Assessment of Program Material

An O.E.R. researcher reviewed the project curriculum and other materials used in the project to determine whether they were age-appropriate and culturally-sensitive as specified in the proposal. Staff development literature fully discussed how children of different age groups would respond to the various strategies and issues that were presented. Much of the project's literature reviewed by O.E.R. considered cultural differences and several staff workshops provided information about the history and sociology of non-European peoples.

* The number of elementary school tutees was unspecified.

II. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Overall, program activities provided a comprehensive substance abuse prevention education by addressing substance abuse in the context of its related sociological, psychological and physiological aspects, and by trying to involve all segments of the education community in a preventive effort. The program met its primary task of providing staff with knowledge of, and skills in substance abuse prevention education. The actual number of staff participants exceeded the numbers proposed. Program activities met proposal specifications in terms of concepts addressed and kinds of activities implemented. Workshops were well attended and appreciated for the knowledge, group support, and practical information that they provided and for the confidence that they instilled in participants.

The review of project materials suggests that the district should continue to obtain literature that details how to incorporate diversities in student backgrounds, and life experiences in substance abuse prevention education.

Finally, although a number of community-based organizations were involved in training activities, the district did not provide information on whether the proposed visits to substance abuse prevention sites took place. O.E.R. also received no information on the extent to which the district is developing a drug prevention curriculum, and each school is developing its own substance abuse prevention action plans. The proposed pre- and post- tests for students, staff and parents, and classroom

observations for staff should be conducted in order to determine if there were in fact increases in knowledge gained, and if staff are able to translate staff development training into lessons for students. Finally, since staff did not specify position titles on workshop attendance sheets, O.E.R. cannot determine whether the pivotal objective of involving all aspects of the educational community in a preventive effort was met.

RECOMMENDATIONS

Based on the above findings, the following recommendations are made to meet project goals and enhance evaluation measures:

- Efforts should be made to include more of the five new staff groups in staff training.
- A structured checklist should be developed to evaluate project materials.
- Project leaders should provide information on whether the staff actively mobilize parents in substance abuse prevention education.
- The district should identify and develop a cluster of student characteristics to evaluate the impact of staff development on students.
- Pre and post criterion referenced tests should be administered to evaluate the knowledge that staff obtained through program participation.
- Staff development training attendance sheets should have a space designated for participants' job titles.
- Staff trainees should be observed in order to assess the success of training in applied situations.
- District staff should provide technical assistance to school staff so that the information from workshops can be readily applied in concrete situations.
- Workshops should expand their emphasis on communication skills to enable staff members to relate more effectively with students and parents.

- Workshop time should be more effectively managed to better meet participants' needs.

- The district should maintain documentation to determine if and how the New York State Education Dept., the Northeast Regional Training Center, and local school selected community organizations were involved.

- The district should provide information on how many of the schools are developing action plans for substance abuse prevention.

- The district should provide a rationale for activities that differ with the activities outlined in the proposal.

APPENDIX

Program Outcomes and Participant Responses to Workshops

Appendix Table 1

Program Objectives and Outcomes

Goals	Objectives	Outcomes[a]
No. of staff trained	275	1120[b]
% able to demonstrate inc. knowledge and improvement in prevention education	80 %	[c]
No. of training events implemented	100	88
No. of person training-days delivered	1,500	[c]
No. of experts involved	60	54
No. of community based organizations that assisted in training	10	30
No. of student recipients	3,750	4965[d]
Each of the schools will develop action plans for SAP	3	[c]

[a] These numbers do not eliminate the overlapping that occurred when the same individual participated in more than one activity.

[b] This number includes staff participating in training activities outlined in Table 2.

[c] Information not available.

[d] This figure includes instruction delivered by district SAPIS to 3,695 students, workshop participation by 143 students, 1063 recipients of the extended-day program, and students mentored by Junior High School students. All attendance forms did not provide information on the grade levels of these students.

Appendix Table 2

Number and Kind of Staff Targeted for Staff Development

Staff Group	Expected Number of Participants	Actual Number of Participants
Total school staff	275	1,120
Principals and Ass. Principals	16	[a]
Teachers	100	[a]
Professional Support Staff[c]	24	137[b]
Librarians and Teacher Trainers	12	[a]
SAPIS	4	12
Paras	40	[a]
School secretaries & aides	19	[a]
Custodial Workers	20	[a]
Lunchroom Workers	20	[a]
Schoolguards	20	[a]

[a] Data unknown. A breakdown according to staff titles was not provided on most attendance sheets.

[b] There were 137 persons who attended staff development activities for guidance counsellors, social workers, psychologists, and nurses. These attendance forms did not allow for position title specification.

[c] This category includes guidance counsellors, social workers, psychologists, and nurses.

Appendix Table 3

Staff Development Activities Held

Workshop/Conference	Number in Attendance	Agency
Teacher Orientation for Summer Program	33	CSD-3 Drug Abuse Prevention Staff
SAPIS Training Workshops (10)	6	CSD-3 Drug Abuse Prevention Staff
SAPIS Workshop on "How to Communicate With Parents"	5	Summer Training Institute for SAPIS at John Jay College
Staff workshop on "Risk Taking"	6	Summer Training Institute for Parents at John Jay College
Conference on "Breaking the Cycle: Dependency and Trauma"	*	City University Graduate Center
Workshop on "Adolescent Attention Deficit Hyperactivity Disorder"	102	Adolescent Regional Services
Workshop on "Child Abuse and Maltreatment"	39	SETRC Training Specialist
Workshop on "Child Abuse and Maltreatment - Identification and Reporting"	17	Child Abuse and Neglect Prevention Program
Drug Free Schools Initiative Conference	107	CSD-3 Drug Abuse Prevention Staff

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* No attendance data was submitted for this topic.

Appendix Table 3, continued.

Workshop/Conference	Number in Attendance	Agency
Guidance Counselors & Social Workers staff development meeting	52	Narcotic and Drug Training Institute
Guidance Counselors & Social Workers staff development meeting	15	CSD-3 Drug Abuse Prevention Staff
Guidance Counselor & Social Workers Staff development meeting	22	St. Lukes / Roosevelt Hospital Adolescent Medicine
Seminar on Substance Abuse	*	CSD-3 Drug Abuse Prevention Staff
Grace Church seminar	*	Advocate Resource Center
Workshop on "Refusal Skills"	24	CSD-3 Drug Abuse Prevention Staff
Workshop on "AIDS and Children in the School System"	20	Narcotic and Drug Research Institute, Local 373

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* No attendance data was submitted for this topic.

Appendix Table 3, continued.

Workshop/Conference	Number in Attendance	Agency
Workshop on "Communication Skills"	19	CSD-3 Drug Abuse Prevention Staff
Workshop on "Early Intervention"	8	CSD-3 Drug Abuse Prevention Staff
Workshop on "Indicators of Addiction"	13	CSD-3 Drug Abuse Prevention Staff
Workshop on "Intervention Strategies with Substance Abusing Families"	15	CSD-3 Drug Abuse Prevention Staff
Workshop on "Drug Prevention"	14	CSD-3 Drug Abuse Prevention Staff
Workshop on "Stress Management"	12	CSD-3 Drug Abuse Prevention Staff
Training on "Violence, Drugs, and Society: Helping Children Cope" (Two Day Training Session)	3	City University of New York Substance Abuse Prevention Program for Drug Counselors
Citywide Conference for educators working with special needs and drug-exposed children in grades K-2	6	Special Education Pilot Project
Workshop on "How to infuse substance abuse prevention in curriculum" (Four training sessions)	22	CSD-3 Drug Abuse Prevention Staff

Appendix Table 3, continued.

Workshop/Conference	Number in Attendance	Agency
SUMMER 1992 TRAINING PROGRAMS:		
Principals and Alternative Schools Conference- session on training options related to substance abuse prevention-	*	CSD-3 Drug Abuse Prevention Staff
Conflict resolution through drama workshop	30	CSD-3 Drug Abuse Prevention Staff, Creative Arts Team
Conflict resolution Program skills and strategies workshop (Five days training)	*	CSD-3 Drug Abuse Prevention Staff
Healthy Choices Workshop (Two days training)	*	CSD-3 Drug Abuse Prevention Staff
Crisis Management Workshop (Three day training)	*	CSD-3 Drug Abuse Prevention Staff
Cornell University Substance Abuse Prevention Program (Two day training)	*	Cornell University
Project Equal Staff training- (Three day training)	12	Project Equal
In-class training for teachers on substance abuse prevention	12	Training conducted by District 3 SAPIS
AFTERSCHOOL PROFESSIONAL DEVELOPMENT:		
Communication Arts Three Field Trips	41	New York Public Library The Great Books Foundation

* No attendance data was submitted for this topic.

Appendix Table 3, continued.

Topic	Number in Attendance	Agency
Computer Education (Two workshops)	17	CSD-3 Drug Abuse Prevention Staff
Early Childhood Education (Two workshops)	30	New York City Physical Education Unit
Mathematics (Two workshops)	19	Dr. Mark Saul, Bronxville Schools Manhattan Math Resource Center
Multilingual education (Two workshops)	47	Consultant, District Staff
Preventing Sexual Abuse	17	Susan Rabin, P.S. 208
Science Education (Two Events)	21	Lincoln Academy; District 3 Staff
Social Studies (Two field trips)	36	The Museum of Natural History The Museum of Folk Art
Visual and Performing Arts (Two field trips)	32	The Museum of Modern Art Wadleigh Arts Middle School

Appendix Table 4

Teacher Assessment of the Orientation for the Summer Program*
Close-Ended Responses

Workshop Qualities	Response Choices			
	Yes	No	Somewhat	No Answer
Workshop fulfilled expectations	17	3	1	3
Leader provided useful information	23	0	1	0
Activities were worthwhile	20	0	4	0
Length of session was adequate	20	2	2	0
Would recommend the workshop	18	4	1	1
Will attend other workshops with the same format	17	5	0	2

* The workshop was attended by twenty-four teachers.

Appendix Table 4 A

Teacher Assessment of the Orientation for the Summer Program[a]
Open Ended Responses[b]

Workshop Qualities	Responses	
	Quality	No.
Most helpful part of the workshop	Stress Management relaxation exercises/ meditation	12
	Group Activity sharing knowledge and support group; getting to know each other	7
	Knowledge obtained	5
	No response/Other	4
Recommended changes	Change in workshop organization more structure and guided mediation; speaker should have more command	7
	No change	9
	Other/Not applicable	8
Suggested future workshop topics	Stress Management	1
	Conflict Resolution	1
	Parent Involvement	1
	Working with children	1
	Self-esteem building	1
	Other/ Not applicable	18

[a] The workshop was attended by twenty-four teachers.

[b] Participants could give more than one response to a question.

Appendix Table 5

Staff Assessment of Workshops', N=50
Close Ended Responses

Qualities of Workshops	Unsatisfactory		Satisfactory		Average		Above Average		Excellent	
	N	%	N	%	N	%	N	%	N	%
Effectiveness	5	10	3	6	10	20	17	34	15	30
Instructional value	4	8	6	12	5	10	13	26	22	44
Content Applicability	5	10	4	8	9	18	12	24	20	40
Practicality	6	12	5	10	7	14	13	26	19	38

' Workshop topics included: Child Abuse, Reporting and Identification, N=19; Surviving Adolescence, N = 9; Post-Traumatic Stress Syndrome, N=4; and Child Abuse and Maltreatment, N=19.

Appendix Table 6

Staff Assessment of Workshops*, N = 68
Close Ended Responses

Qualities of Workshops	Poor		Fair		Good		Excellent		Blank	
	N	%	N	%	N	%	N	%	N	%
Information was relevant	0	0	8	12	13	19	41	60	6	8
Information was new	11	16	14	20	13	19	29	42	1	1
Presentation was clear	0	0	2	3	7	10	54	79	5	7
Facilitator involved participants	0	0	3	4	12	17	49	72	4	5

* Workshop topics included: AIDS and Children in the School System (N=13); Indicators of Addiction (N=11); Communication Skills (N=12); Intervention Strategies with Substance Abusing Families (N=12); Early Intervention Drop-Out Program (N=8); and Stress Management (N=12).

Appendix Table 7

Staff Assessment of Workshops - I[a]

Workshop Qualities	Workshops		
	AIDS and Children [b]	**Stress Management[c]**	**Communication Skills[d]**
Most helpful part of workshop	Information on AIDS N=5 Information on helping families N=2	----	Increased ability to communicate N=6
Workshop outcomes	Greater awareness of how to work with children N=5	-----	Will be a better listener N=6 Will be less judgmental N=6

[a] Participants could give more than one response. Blank responses were not tabulated.

[b] Twenty staff members attended, and thirteen completed evaluations.

[c] Twelve staff members attended this workshop.

[d] Nineteen people attended this workshop and twelve completed evaluations.

Continuation of Table

Workshop Qualities	Workshops		
	AIDS and Children	Stress Management	Communication Skills
Suggested future workshop topics	Children and Aids N=3 Children and Drugs N=2 Drug using parents N=2	Family roles N=6 Referral sources N=7 Self-esteem building activities N=6 Treatment programs N=7 Drug addiction N=8 AIDS/HIV N=8 Communication N=9 Child Abuse N=6	Expanded version of present workshop N=1 AIDS N=2 Relationships and marriage N=1
Additional comments	Look forward to future workshops N=3	Information is applicable N=12 Enjoyed opportunity to work together N=3 Need assistance in translating workshop material to parents and students N=1	Workshop was exciting N=2

Appendix Table 8

Staff Assessment of Workshops - II[a]

Workshop Qualities	Workshops		
	Indicators of Addiction[b]	**Early Intervention Dropout Prevention Program[c]**	**Intervention Strategies with Substance Abusing Families[d]**
Most helpful part of workshop	Information provided N=2 The games N=2 Everything N=2 Allowing participants to express themselves N=2 Addressing helping parents N=1	Skills in effective communication among staff and between staff and students N=7	Information provided N=3 Sharing/discussing N=3 The video N=5

28

[a] Participants could give more than one response. Blank responses were not tabulated.

[b] Thirteen people attended this workshop and eleven completed evaluations.

[c] Eight staff members participated and completed evaluations.

[d] Fifteen people attended this workshop and twelve completed evaluations.

Continuation of Table

Workshop Qualities	Workshops		
	Indicators of Addiction	Early Intervention Dropout Prevention Program	Intervention Strategies with Substance Abusing Families
Aspect liked least	Insufficient time N=2 Not relevant to own population N=1 Insufficient counselling examples N=1	Insufficient Time N=6 Inability of group members to focus N=3 Not enough handouts N=2	It was too long N=5 Bureaucratic paper work N=1 Not enough dynamic discussion N=1
Recommended follow-up activity	More workshops with Q/A sessions with discussion of medical facilities with concrete applications with early intervention strategies N=8 Audiovisual materials for students N=1 Greater exchange with peers N=1	More meetings with facilitator N=1 More resources N=2 More in depth and applicable information/ a second workshop with more time for discussion N=2 Roster of CWA local personnel N=2 On-site follow up N=4	More case studies N=4 More intense training N=1 Discussion of what happens after reporting N=1

Appendix Table 9

Staff Assessment of Workshops - III[a]

Workshop Qualities	Workshops		
	Surviving Adolescence[b]	Child Abuse: Reporting and Identification[c]	Child Abuse and Maltreatment[d]
Aspect liked most	Clinical perspective N=3	Facilitator & presentation N=5	Information and sharing N=13
	Information and discussion N=4	Information/Handouts N=9	The Certificate N=1
	Presenter N=3	The Certificate N=1	The video N=1
		Group Activity N=1	

30

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[a] Participants could give more than one response. Blank responses were not tabulated.

[b] Twenty two guidance counsellors and social workers attended this workshop; however, only nine completed evaluations.

[c] Nineteen instructional and non-instructional staff members participated.

[d] Nineteen instructional and non-instructional staff participated and all of them completed evaluations.

Continuation of Table

Workshop Qualities	Workshops		
	Surviving Adolescence	Child Abuse: Reporting and Identification	Child Abuse and Maltreatment
Workshop outcomes	Will try harder to reach people; to convince parents who have a drinking problem to get help. N=2 Will become a better listener N=2 Will work with community projects N=1		Will be more observant N=4 Will attend more workshops N=1
Suggested future workshop topics	AIDS N=7 Helping others not do drugs N=2	Communicating with students N=4 Teaching students how to express themselves N=4 Communicating with parents N=2	Parent Involvement N=2 Building confidence N=4
Additional comments	Workshop was enjoyable and informative N=6		Workshop should have been longer N=4 Workshop was interesting and informative N=7

Appendix Table 10

Staff Assessment of Workshop on Conflict Resolution Through Drama*

Items	Response Choices: Strongly Agree N	%	Agree N	%	Somewhat Agree N	%	Disagree N	%	Strongly Disagree N	%
Objectives were clearly defined	20	87	3	13	0	0	0	0	0	0
Objectives were accomplished	19	83	2	8.5	2	8.5	0	0	0	0
Instructor was well organized	23	100	0	0	0	0	0	0	0	0
Understanding of conflict resolution has changed	15	66	8	34	0	0	0	0	0	0
Issues addressed workshop were relevant to me	18	79	1	4	4	17	0	0	0	0

* 30 staff participated including 18 elementary school teachers, 4 junior high school teachers, 1 social worker, 2 guidance counselors, and 3 SAPIS workers. 23 participants filled-out evaluation forms.